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ABSTRACT

The materials status report for Shona is one of a series intended to provide the nonspecialist with a picture of the availability and quality of texts for teaching a given language to English speakers. The report consists of: (1) a brief narrative description of the language, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of instructional programs, linguists who have worked on the language, native speakers, and other information of use to the individual planning a course in the language; (2) a bibliography of materials, categorized as basic level teaching materials, advanced level teaching materials, refresher/maintenance materials, reference materials, and dictionaries, according to evaluators' judgment of their best use in classes today rather than according to the author's intentions; and (3) individual materials evaluations consisting of a general description, including publication information, an overview of the contents, and statements about the quality of the language used, and a form on which the general text quality (language and presentation) is evaluated. The evaluations are made by native speakers and linguists recognized for their knowledge of the language. (MSE)

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ED262669

Language/Area Reference Center

Materials Status Report

SHONA

November, 1985

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Center For Applied Linguistics
1118 22nd Street, NW
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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Materials Status Reports - General Description

This Materials Status Report is one of forty-one prepared by the Language and Area Reference Center, Center for Applied Linguistics, for the members of the Interagency Language Roundtable, under Contract No. 1735-507041 between CAL and the Foreign Service Institute, Department of State.

The purpose of the reports is to provide the non-specialist with a picture (as of 1985) of the availability and quality of texts teaching the language(s) to English speakers. Reports have been prepared for the following languages:

Afghan Persian (Dari)	Bengali	Indonesian	Sinhalese
Afrikaans	Berber (all dialects)	Kongo	Somali
Amharic	Bulgarian	Kurdish	Shona
Arabic/Libyan	Burmese	Korean	Slovak
Arabic/Saudi	Cambodian	Lao	Tagalog
Arabic/Gulf	Czech	Malay	Thai
Arabic/Sudanese	Dutch	Mongolian	Tigrinya
Armenian	Finnish	Ngala	Uigur
Azerbaijani	Hausa	Pashto	Vietnamese
Baluchi	Hindi	Portuguese	Xhosa
			Zulu

The Materials Status Reports consist of:

1. A one- or two-page narrative description of the language, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of programs, linguists who have worked on the language, native speakers, and other information of use to the individual or agency planning a course in the language.

2. A bibliography of materials, grouped as follows: Basic Level Teaching Materials; Advanced Level Teaching Materials; Refresher/Maintenance Materials; Reference Materials; and Dictionaries. The terms "basic level" and "advanced level" are defined by the government-wide proficiency levels: materials bringing the student to proficiency level 2 in speaking and/or reading are categorized as "basic", whereas materials bringing the student to levels higher than 2 are categorized as "advanced". The dictionaries listed are bilingual dictionaries with English as one of the languages. Materials are categorized according to our evaluators' judgment as to their best use in classes today, and not according to the authors' intentions; e.g. a good traditional grammar-translation text will be categorized as reference, rather than as basic teaching materials.

All materials known to us are listed in the bibliography. For the more uncommon languages, e.g. Uigur, all sources have been evaluated (if we were able to find them). For the more common languages, e.g. Finnish, we did not evaluate pre-World War II materials except for widely-acknowledged classics. Unevaluated materials are listed alphabetically by author at the end of the bibliography.

3. Individual materials evaluations for each of the texts listed in the bibliography. A particular evaluation consists of a general description, including publication information, an overview of the contents, and statements about the quality of the language used; a "meta-criteria" form by which the general quality of the text, in terms of language taught and overall quality of presentation, are evaluated. More specific information is presented, on following forms, for those texts which have been judged to be of reasonable quality. The evaluations have been made by native speakers of the languages, and by linguists/language teachers recognized for their knowledge of the languages.

We have discovered, in the process of developing the Materials Status Reports, that the same set of materials will frequently appear under different editions and reprintings, and also under different titles, different publishers, and even different authors. In these cases, we generally choose the most recently appeared set for evaluation, and discuss the publication history on the description page of the individual evaluation. Occasionally, we are aware of later editions from the one we have access to; the existence of the later edition is also mentioned on the description page.

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Language, dialects, standards. Shona is the majority language of Zimbabwe (75% of the population), and is used in the schools, although not at the university level. Its major dialects are Zezuru, Manyika, Karanga, Korekore, Ndau, and Kalanga (mostly spoken in Botswana). There is a standard written dialect based on the three "central" dialects of Zezuru, Manyika and Karanga, and a standard oral dialect is emerging. While the central dialects are mutually intelligible, the others are less so, and Kalanga is almost a different language. Shona is mutually intelligible with no other language.

Writing system. Shona employs the roman script, in a system which has been standardized since 1955. Prior to that, there were modifications of the normative script, and although these were eliminated in the 1955 standardizations, they are still sometimes found.

Production of written language. Any standard roman typewriter can be used. Typesetting and computer production present no problems.

Difficulty for English-speaking learners.

Phonology: Moderately difficult. Tones, and some six sounds are difficult for the English speaker.

Syntax: Word formation is somewhat difficult. Other than that, Shona sentential structure will present few problems.

Vocabulary: Cognates with other Bantu languages; nowadays, many borrowings from English.

Writing system: Presents no problems. Orthography "fits" spoken language well.

Useable existing texts.

Basic Level: Carter and Kahari, Shona Language Lessons, 1981.
Carter and Kahari, Introductory Reader, 1979.
Fivaz and Ratzlaff, Shona Language Lessons, 1972.
FSI, Shona Basic Course, 1965.

Advanced level: none

Refresher-Maintenance: none

Reference: Dale, Shona Companion, 1974.
Fortune, Elements of Shona, 1967.
Carter and Kahari, Introductory Reader and Grammar, 1979.

Dictionaries: Dale, Shona-English Dictionary, 1981.
Hannan, Standard Shona Dictionary, 1974.

Native speaker availability in the U.S. Very few native speakers in the U.S., though generally some. Trained personnel sporadically available.

Existing programs, classes. Offered at several universities: Seattle, WA, Michigan State, Florida, Wisconsin. Generally either intensive summer courses for speaking proficiency, or more academic courses during the academic year.

Linguist resources: Hazel P. Carter, University of Wisconsin, Madison.

Basic Teaching Materials

Carter, J.H. and G.P. Kahari. Shona Language Course, Books I, II, and III. Madison, WI: University of Wisconsin Press, 1981.

Carter, J.H. and G.P. Kahari. Kuverenga Chishona: An Introductory Shona Reader with Grammatical Sketch. London: School or Oriental and African Studies, University of London, 1979. 2 v. [Part I, 103p; Part II, 119p] New edition forthcoming.

Fivaz, Derek. Shona Language Lessons. Compiled by Derek Fivaz and Jeanette Ratzlaff. New ed. Salisbury, Rhodesia: Word of Life Publications, 1969. [PL8681.F5] [169p] (Based on an earlier work by the same title, compiled by H. Dunkfeld.)

U.S. Foreign Service Institute. Shona; Basic Course. Organized and edited by Earl W. Stevick. Washington, DC: Department of State, 1965. [PL8681.2.F6] [64p]

Advanced Teaching Materials

none

Refresher-Maintenance Materials

none

Reference Materials

Biehler, Edward. A Shona Dictionary with an Outline Shona Grammar. Rev. ed. Chishawasha, Southern Rhodesia: Jesuit Fathers, 1950.

Carter, J.H. and G.P. Kahari. Kuverenga Chishona: An Introductory Shona Reader with Grammatical Sketch. London: School of Oriental and African Studies, 1979. New edition forthcoming .

Dale, Desmond. Shona Companion. 3rd ed. Gwelo, Zimbabwe: Mambo Press, 1974. [PL8681.1.D3 1974] [337p]

. Shona Mini-Companion, A Guide for Beginners. Gwelo, Zimbabwe: Mambo Press, 1981.

Fortune, George. Elements of Shona (Zezuru dialect). 2nd ed. Salisbury, Rhodesia: Longmans, 1967. [PL8681.F6 1967] [286p]

Reference Materials, cont.

Fortune, George. A Guide to Shona Spelling. Salisbury, Rhodesia: Longman Rhodesia, 1972. [PL8681.2.F6] [64p]

. Shona Grammatical Constructions. Salisbury, Zimbabwe: Mercur Press, 1981. 2 v. [PL8681.1.F67 1981]

Dictionaries

Biehler, Edward. A Shona Dictionary, with an outline Shona Grammar. Rev. 4th ed. Chishawasha, Southern Rhodesia: Jesuit Fathers, 1950. [PL8681.Z5B5 1950] [337p]

Dale, Desmond.. A Basic Shona-English Dictionary. Gwelo, Rhodesia: Mambo Press, 1981. [PL8684.4D32 1981]

Hannan, M. Standard Shona Dictionary. 2nd ed. with Addendum. Salisbury/Bulawayo, Zimbabwe: The College Press, in conjunction with the Literature Bureau, 1981. [1005p] [PL8681.4.H3 1974]

Materials Not Evaluated

Berlyn, Philippa. Easy Steps to Conversational Shona. n.p., 1981. [PL8681.2.B47 1981]

Dale, Desmond. A Basic English-Shona Dictionary. Gwelo, Rhodesia: Mambo Press, 1975.

Elliott, William Allan, comp. Dictionary of the Tebele and Shuna Languages, with illustrative sentences and some grammatical notes. London: D. Nutt, 1897. [39/10032 Microfilm?] [441p]

Fortune, George. Shona: A Programmed Course. Harare: Central African Correspondence College, 197-

Hartmann, A.M. An Outline of A Grammar of the Mashona Language. Cape Town: F.Y. St. Leger, printer, 1893. [PL8681.H3] [69p]

Kazembe, Philip Thomas. Danhiko reShona. Salisbury, Rhodesia: Longman Rhodesi 197? [PL8681.1.K3]

Marconnes, Francisque A. A Grammar of Central Karanga, the language of old Monomotapa as at present spoken in centra Mashonaland, Southern Rhodesia. Johannesburg: Witwatersrand University Press, 1931. [PL8681.M3] [270p]

Materials Not Evaluated, cont.

Mashonaland. Cincinnati: Printed by Jennings and Graham for the Methodist Episcopal Mission, Rhodesia, Africa, 1905. [PL8681.S6] [106p]

Ndinogona; Standard One. (Longman's Standard Shona Readers). Cape Town, South Africa: Longmans, Green, 1957. [73p]

O'Neil, J. A Shona Grammar. Zezuru Dialect. With Notes on the Karanga and Manyika, by A.A. Louw, Jr. and B.H. Barnes. London: Longmans, Green and Co., 1948. [216p] [OP]

Shona Language Commission. A Guide to Standard Shona Spelling. Chishawaska: Mission Press, 1955.

Shona Newspaper Reader. Kensington, MD: Dunwoody Press, forthcoming.

INDIVIDUAL MATERIALS EVALUATION

Basic Course Materials

Carter, Hazel and G.P. Kahari. Shona Language Course, Books 1-3. Madison, WI: University of Wisconsin, African Studies Program, 1981.

Specific language/dialect taught: Shona, Zezuru dialect

Type of text: basic level teaching material

Publication information: 1985 price: $8. Copy at CAL.

Intended users: university students, English speakers

Format: book with tapes

Overall grammatical/pedagogical approach: structural

Presentation of language: standard Shona orthography

Physical quality of book: ring-bound, bad reproduction from typescript

Editorial quality of target language: good

Editorial quality of English: excellent

Overall organization of text:
[3 books in one, various pagings]
Book I: 24 lessons in which vocabular is introduced, with pattern practice
Book II: Grammatical notes for the 24 lessons in Book I. Includes information on pronunciation, notably tone. Shona-English/English-Shona Vocabularies.
Book III: 1. Exercises to accompany the 24 lessons of Book I;
2. exercise keys;
3. samples of proverbs, figurative expresssions and riddles;
4. supplementary vocabulary.

Vocabulary areas covered: widely-varied

General comments:

CPT page label: SHOCARTA1

LARC staffer: McF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg) Akuna
(text) Akuna Language Course
Carter & Kadam

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			Format is 3-phase, European voices with good pronunciation and voices not same as normal. (Embedded in the exercises themselves.)
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓	✓ ✓		
Are the materials usable in language teaching contexts?	• ✓	•		

• Specific language-teaching context:

Basic Courses ~~& Intermediate~~	✓
Advanced Courses	
Refresher-Maintenance Programs	✓
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: Has been successfully used for some years. Format seems to achieve goal of instilling confidence in students. Some of tape recordings are not of best quality.

Evaluator: Hafiz Kadar Date: 7th Oct 1985

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

(lg) Farsi
(text) Farsi Language Course

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts		✓			✓	
Presentation, explanation of basic grammatical structures		✓				
Development of accurate pronunciation	✓					
Development of automaticity, fluency	✓					
Development of appropriate range of vocabulary		✓				
Presentation of cultural and functional information		✓				
Development of encoding, decoding skills (in non-roman alphabets)						
Development of basic reading skills				✓		

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?	✓		
Do the materials include guides for teaching? (self-learning Course)			✓
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	✓		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?	✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

(lg) Ithona

(text) Ithona Language Course

	Y	S	N
Do the materials appropriately integrate the use of English in class?			✓
Are the materials likely to be visually appealing to the student? (Pictures - line drawings - throughout text)	✓		
Do the materials expose students to language material above their momentary level?		✓	
Do the materials enable the student to develop coping skills to handle language material above their momentary level?		✓	
Do the materials include a wide range of learning activities for the student?			✓
Are the materials considered successful by current users, if any?	✓		
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?		✓	
Are lessons in the materials organized around functions to the exclusion of grammar?			✓
Are lessons in the materials organized around grammar to the exclusion of functions?		✓	

Comments: Intention of the course is to develop oral ~~rather~~ than reading skills, & especially to foster fluency. Some students find the rate of speaking rather high at first (it is slower than, but close to, normal).

Evaluator: Hazel Carter Date: 3rd Oct 1985.

Y = yes; S = somewhat; N = no

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Carter, Hazel and Kahari, G. P. Ku-verenga chiShona. An Introductory Shona Reader, with Grammtical Sketch. London: School of Oriental and African Studies, 1979.

Specific language/dialect taught: Shona

Type of text: reference, grammar, and introductory reader

Publication information: reprint in preparation

Intended users: English speakers

Format: two books with accompanying tapes

Overall grammatical/pedagogical approach: structural

Presentation of language: standard Shona orthography

Physical quality of book: first edition, poor reproduction of typescript.

Editorial quality of target language: excellent (some misprints in first ed.)

Editorial quality of English: excellent

Overall organization of text:

[Book 1: iv, 103pp]

1. Introduction, including sketch of dialect situation.
2. 14 prose excerpts from Shona literature--one specially written for the book--tone-marked. Parallel translations in English on facing pages. (Sentence numbered for ease of reference.)
3. Shona-English glossary, tone-marked.

[Book 2: viii, 119pp]

1. Concise grammar of Shona;
2. graded annotations of texts (very full at start, trailing off);
3. bibliographies of Shona life and literature, language and literature.

Tapes: 4x7 in reels (or equivalent cassettes) of texts read by G.P. Kahari.

Vocabulary areas covered: widely-varied

General comments:

CPT page label: SHOCARTB1

LARC staffer: HC, MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Akana
(lg)
Introductory Akana Reader
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓	✓ ✓		
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	✓
Refresher-Maintenance Programs	✓
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: Has been used for some time as an introduction for all level students, most of whom enjoy it, as there is v. little Akana teaching material which provides interest. Needs to be used with other materials if student wants oral proficiency

Evaluator: Hazel Carter Date: 25th Oct 1985

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

(lg) Shona

(text) Carter & Kahari, Intro Reader and Grammar

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:

	Oral			Reading		
	Y	S	N	Y	S	N
Development of ability to use the language in appropriate contexts						
Presentation, explanation of basic grammatical structures						
Development of accurate pronunciation						
Development of automaticity, fluency						
Development of appropriate range of vocabulary						
Presentation of cultural and functional information						
Development of encoding, decoding skills (in non-roman alphabets)						
Development of basic reading skills						

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?			
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?			
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			
Do the materials include guides for teaching?			
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?			
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?			
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?			

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Shona
(lg)
Carter and Kahari, Intro Reader and Grammar
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?			
Are the materials likely to be visually appealing to the student?			
Do the materials expose students to language material above their momentary level?			
Do the materials enable the student to develop coping skills to handle language material above their momentary level?			
Do the materials include a wide range of learning activities for the student?			
Are the materials considered successful by current users, if any?			
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?			
Are lessons in the materials organized around functions to the exclusion of grammar?			
Are lessons in the materials organized around grammar to the exclusion of functions?			

Comments: _____

_____

_____

_____

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_____

Evaluator: Hazel P. Carter Date: Oct, 1985

Y = yes; S = somewhat; N = no

Fivaz, Derek and Jeannette Ratzlaff. Shona Language Lessons. Salisbury, Rhodesia: World of Life Publications and Rhodesia Literature Bureau, 1972.

Specific language/dialect taught: Shona

Type of text: basic level teaching material

Publication information: 2nd printing; first published 1969.

Intended users: English speakers

Format: book

Overall grammatical/pedagogical approach: structural

Presentation of language: first version of standard orthography (now modified)

Physical quality of book: ring-bound

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:
[ix, 168pp]
1. 40 lessons, typically consisting of grammatical explanation and illustration, vocabulary and exercises (both ways).
2. Shona-English vocabularies, arranged in groups of nouns, verbs and "miscellaneous." Total entries, ca. 600.

Vocabulary areas covered: n/a

General comments: An excellent work, but requires first-language speaker as an assistant. Tone-marked throughout. Drawbacks are arrangement of vocabulary, and absence of English-Shona.

CPT page label: SHOFIVAA1

LARC staffer: (HC), MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg) Akuna

(text) Akuna Language Lessons

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	✓
Refresher-Maintenance Programs	✓
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: See general Comments on front page.

Evaluator: Hazel Carter Date: 25th Oct 1985

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

(lg) Shona

(text) Shona Language Lessons

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts		✓				
Presentation, explanation of basic grammatical structures	✓					
Development of accurate pronunciation		✓				
Development of automaticity, fluency		✓				
Development of appropriate range of vocabulary		✓				
Presentation of cultural and functional information		✓				
Development of encoding, decoding skills (in non-roman alphabets)						
Development of basic reading skills					✓	

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?		✓	
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?		✓	
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?		✓	
Do the materials include guides for teaching?	✓		
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?			✓
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?	✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

(lg) Akwa
(text) Akwa Language Lessons

	Y	S	N
Do the materials appropriately integrate the use of English in class? (What does this mean?!)			
Are the materials likely to be visually appealing to the student?			
Do the materials expose students to language material above their momentary level?			
Do the materials enable the student to develop coping skills to handle language material above their momentary level?			
Do the materials include a wide range of learning activities for the student?			
Are the materials considered successful by current users, if any?			
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?			
Are lessons in the materials organized around functions to the exclusion of grammar?			
Are lessons in the materials organized around grammar to the exclusion of functions?			

Comments: Have not answered questions above, as I do not regard 'visual appeal' etc as at all important, especially for adult learners, & 'student needs' very tremendously.

Evaluator: Hazel Carter Date: 25th Oct 1985

Y = yes; S = somewhat; N = no

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Shona Basic Course. Organized and edited by Earl W. Stevick. Washington, DC: Foreign Service Institute, 1965.

Specific language/dialect taught: Shona, several dialects represented

Type of text: basic level teaching material

Publication information: Out of print. [PL8681.U5] Sample at CAL.

Intended users: English speakers

Format: book with tapes

Overall grammatical/pedagogical approach: structural

Presentation of language: in standard Shona orthography

Physical quality of book: n/a

Editorial quality of target language: excellent

Editorial quality of English: Excellent

Overall organization of text:
[xv, 519pp]
49 lessons, ea arranged as follows:
1. dialogues (or narratives, as in last nine lessons)
2. points of grammar
3. drills (substitution, transformation, response and completion)
Shona-English Glossary

Vocabulary areas covered: non-specific

General comments:

CPT page label: SHOSTEVA1

LARC staffer: McF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg) ~~Akan (Basic Course)~~ Akan

(text) Akan Basic Course (FSI)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			Text is supposed to represent both Asante & Fante dialects, but in pronunciation more the latter. Taped material is not very natural
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			There is a tendency to explain too much sometimes
Are the materials usable in language teaching contexts?	• ✓	•		

• Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	✓
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: Vocabulary is c 700 entries. Presentation of theme material was eccentric such as omission of cedilla to indicate dialectal pronunciations. The attempt to combine dialects is interesting but sometimes a nuisance for students who like a straightforward 'this is it' approach

Evaluator: Hazel Carter Date: 24th Oct 1985

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

(lg) Hausa
(text) Hausa Basic Course (FSI)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts			✓			
Presentation, explanation of basic grammatical structures	✓					
Development of accurate pronunciation	✓					
Development of automaticity, fluency		✓				
Development of appropriate range of vocabulary			✓			
Presentation of cultural and functional information			✓			
Development of encoding, decoding skills (in non-roman alphabets)						
Development of basic reading skills				✓		

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓
Do the materials include guides for teaching?	✓		
Does implementation of the materials provide students with opportunities to hear, imitate and use the language? *	✓		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?	✓		

* If used as directed

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

(lg) Akan
(text) Akan Basic Course

	Y	S	N
Do the materials appropriately integrate the use of English in class? How will one know what this means			
Are the materials likely to be visually appealing to the student? (There is one map - no pictures)			✓
Do the materials expose students to language material above their momentary level?		✓	
Do the materials enable the student to develop coping skills to handle language material above their momentary level?		✓	
Do the materials include a wide range of learning activities for the student?		✓	
Are the materials considered successful by current users, if any? ?			
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?			✓
Are lessons in the materials organized around functions to the exclusion of grammar?			✓
Are lessons in the materials organized around grammar to the exclusion of functions?	✓		

Comments: The above looks very negative, but it reflects this as a good course, especially for those who wish to get to grips with the language: all possible questions are dealt with, & the 'inductive' method of grammatical teaching introduced in Lesson 31, prevents boredom.

Evaluator: Hazel Carter Date: 14th Oct 1985

Y = yes; S = somewhat; N = no

BEST COPY AVAILABLE

INDIVIDUAL MATERIALS EVALUATION

Advanced Course Materials

INDIVIDUAL MATERIALS EVALUATION

Refresher-Maintenance Materials

Reference Materials

Biehler, Edward. A Shona Dictionary with an Outline Shona Grammar. Rev. ed. Chishawasha, Southern Rhodesia: Jesuit Fathers, 1950.

Specific language/dialect taught: Shona, grammar based on Zezuru dialect

Type of text: Reference, Dictionary and grammar

Publication information: fourth ed. Out of Print. Originally published 1906. [PL8681.Z5B5]

Intended users: English speakers

Format: book

Overall grammatical/pedagogical approach: traditional

Presentation of language: non-standard (outmoded) orthography

Physical quality of book: n/a

Editorial quality of target language outmoded orthography

Editorial quality of English: excellent

Overall organization of text:
[xi, 337pp]
Part I: Outline of Shona grammar in 11 brief chapters using traditional terms and including examples. Includes a short reference to pronunciation and orthography.

Part II: English-Shona Dictionary. Approximately 3800 English entries with Shona equivalents, illustrative phrases and sentences, parts of speech.

Shona-English Dictionary. Approximately 2500 Shona entries with part of speech, English equivalents, derivatives. Numerous appendices: topical word lists.

Vocabulary areas covered: n/a

General comments:

CPT Page Label: SHOBIEHA1

LARC staffer: McF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg) Akuapem Twi
(text) Akuapem Twi Dictionary

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?			✓	
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓		✓	
Are the materials usable in language teaching contexts?	*	* ✓		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: The approach & orthography (esp. word-division) are outmoded, & the book is now chiefly of historical interest. Tones are not marked

Evaluator: Hazel Carter Date: 25th Oct 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

(lg)

(text)

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation	✓		
b. grammatical approach	✓		
c. state of knowledge of the language	✓		
Are explanations clear to the non-specialist?	✓		
Are materials suitable for use by			
a. beginning students			✓
b. advanced students			✓
c. teachers/materials developers only			✓
Are materials arranged by			
a. grammatical category	✓		
b. semantic category			✓
c. functional category	✓		
Is the presentation of the language			
a. in its own script			
b. in romanization/transliteration	✓		
c. in phonetic transcription			
Original intention of the materials:			
a. teaching materials	✓		
b. pedagogical reference		✓	
c. linguistic study			✓
Do the materials purport to describe the entire language?			✓
Are the materials aimed at the English speaker?	✓		
Are the materials			
a. indexed	✓		
b. cross-referenced			✓
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)	✓		
b. texts (paragraphs, passages, etc)			✓
Are examples/texts			
a. literary quotations			✓
b. quotations from oral sources		✓	
c. invented for purposes of discussion		✓	

Evaluator: Hafel Kanter Date: 25th Oct 1985

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

Akwa

Akwa Dictionary

Are examples/texts translated into English?

	Y	S	N
a. literal translations?	✓		
b. idiomatic translations?	✓		
	✓		

Comments: An Akwa-English guide, of historical interest

Y = yes; S = somewhat; N = no

Carter, Hazel and Kahari, G. P. Ku-verenga chiShona. An Introductory Shona Reader, with Grammtical Sketch. London: School of Oriental and African Studies, 1979.

Specific language/dialect taught: Shona

Type of text: reference, grammar, and introductory reader

Publication information: reprint in preparation

Intended users: English speakers

Format: two books with accompanying tapes

Overall grammatical/pedagogical approach: structural

Presentation of language: standard Shona orthography

Physical quality of book: first edition, poor reproduction of typescript.

Editorial quality of target language: excellent (some misprints in first ed.)

Editorial quality of English: excellent

Overall organization of text:

[Book 1: iv, 103pp]

1. Introduction, including sketch of dialect situation.
2. 14 prose excerpts from Shona literature--one specially written for the book--tone-marked. Parallel translations in English on facing pages. (Sentence numbered for ease of reference.)
3. Shona-English glossary, tone-marked.

[Book 2: viii, 119pp]

1. Concise grammar of Shona;
2. graded annotations of texts (very full at start, trailing off);
3. bibliographies of Shona life and literature, language and literature.

Tapes: 4x7 in reels (or equivalent cassettes) of texts read by G.P. Kahari.

Vocabulary areas covered: widely-varied

General comments:

CPT page label: SHOCARTB1

LARC staffer: HC, MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg) Akwa
(text) Introductory Akwa Reader

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓	✓ ✓		
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	✓
Refresher-Maintenance Programs	✓
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: Has been used for some time as an introduction for all level students, most of whom enjoy it as there is v. little Akwa teaching material which provides interest. Needs to be used with other materials if student wants oral proficiency

Evaluator: Hazel Carter Date: 25th Oct 1985

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

(lg) Ahana
(text) Introductory Ahana Reader

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation			✓
b. grammatical approach			✓
c. state of knowledge of the language			✓
Are explanations clear to the non-specialist?	✓		
Are materials suitable for use by			
a. beginning students	✓		
b. advanced students	✓		
c. teachers/materials developers only			✓
Are materials arranged by			
a. grammatical category (in grammar section)	✓		
b. semantic category			✓
c. functional category			✓
Is the presentation of the language			
a. in its own script	✓		
b. in romanization/transliteration			
c. in phonetic transcription		✓	
Original intention of the materials:			
a. teaching materials	✓		
b. pedagogical reference		✓	
c. linguistic study		✓	
Do the materials purport to describe the entire language?			✓
Are the materials aimed at the English speaker?	✓		
Are the materials			
a. indexed	✓		
b. cross-referenced	✓		
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)	✓		
b. texts (paragraphs, passages, etc)	✓		
Are examples/texts			
a. literary quotations (all citations in grammar are from the texts)	✓		
b. quotations from oral sources			✓
c. invented for purposes of discussion			✓

Evaluator: Hazel Carter Date: 25th Oct 1985

Y = yes; S = somewhat; N = no

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

Elena
Carla Lucia Evans

Are examples/texts translated into English?

	Y	S	N
a. literal translations?	✓		
b. idiomatic translations?		✓	

Comments: Literal translations given in notes (student should work with Bk II open at notes for passage being studied in Bk I). Idiomatic translations given on the parallel translations

Y = yes; S = somewhat; N = no

BEST COPY AVAILABLE

Dale, Desmond. Shona Companion. Gwelo, Rhodesia: Mambo Press, 1974.

Specific language/dialect taught: Shona, dialect not indicated

Type of text: Reference, Grammar and Phrasebook

Publication information: Reprint of 1972 ed. [PL8681.1.D3 1974]

Intended users: European users

Format: book

Overall grammatical/pedagogical approach: traditional

Presentation of language: standard Shona orthography

Physical quality of book: n/a

Editorial quality of target language: good

Editorial quality of English: excellent

Overall organization of text:
[vi, 337pp]

1. Grammar
2. Vocabulary lists: agriculture, livestock, illnesses and complaints, parts of the body, school, police, greetings, numerals, seasons
3. Inflection tables
4. tone conjugations

Glossary of grammatical terms
Alphabetical grammatical index

Vocabulary areas covered: Vocabulary lists are classified into communication/survival topics and practical knowledge

General comments:

CPT page label: SHODALEA1

LARC staffer: McFerren

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg)

(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓	✓		
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: Material is not tone-marked; though some information is given, & high-lighted tones are sporadically marked. Hence it is more useful for those who want to read. Tables & charts useful for reference.

Evaluator: Hazel Carter Date: 9th Oct 1985

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

(lg) Hausa

(text) Hausa Companion

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation		✓	
b. grammatical approach		✓	
c. state of knowledge of the language		✓	
Are explanations clear to the non-specialist?	✓		
Are materials suitable for use by			
a. beginning students	✓	✓	
b. advanced students		✓	
c. teachers/materials developers only			✓
Are materials arranged by			
a. grammatical category	✓		
b. semantic category			✓
c. functional category	✓		
Is the presentation of the language			
a. in its own script	✓		
b. in romanization/transliteration			
c. in phonetic transcription			✓
Original intention of the materials:			
a. teaching materials	✓		
b. pedagogical reference		✓	
c. linguistic study			✓
Do the materials purport to describe the entire language?			✓
Are the materials aimed at the English speaker?	✓		
Are the materials			
a. indexed	✓		
b. cross-referenced		✓	
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)	✓		
b. texts (paragraphs, passages, etc)			✓
Are examples/texts			
a. literary quotations	✓	✓	
b. quotations from oral sources	✓	✓	
c. invented for purposes of discussion	✓	✓	

Evaluator: Hafsat Carter Date: 2 Sta Cat 1985

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

Thomas
Siona Companion

Are examples/texts translated into English?
a. literal translations?
b. idiomatic translations?

	Y	S	N
1	✓		
2	✓		
	✓		

Comments: This has a very 'grammatical' approach, which does not appeal to all students. I have not found it suitable for teaching, so much as helpful for reference, as it contains many examples, which can be found quickly.

Y = yes; S = somewhat; N = no

BEST COPY AVAILABLE

Dale, Desmond. Shona Mini-Companion, A Guide for Beginners. Gwelo, Rhodesia: Mambo Press, in association with the Literature Bureau, 1981.

Specific language/dialect taught: Shona, standard

Type of text: Reference, grammar, with Shona-English vocabulary

Publication information:

Intended users: English speakers

Format: book

Overall grammatical/pedagogical approach: structural

Presentation of language: standard Shona orthography

Physical quality of book: poor quality paperback

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:
[141pp]
Short descriptions (c. a page each topic) of aspects of Shona grammar, followed by a c. 1,000-entry Shona-English vocabulary. Some line drawings as illustrations in the text.

Vocabulary areas covered: non-specific

General comments: Abridged form of the author's previous Shona Companion, a reference book rather than a teaching/learning course.

CPT page label: SHODALEC1

LARC staffer: (HZ), MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg)

(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓	✓		
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	✓
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: As stated elsewhere, the chief drawback of this work is the omissions of tone-marking, which is needed for a beginner. Useful as a partial reference

Evaluator: Hazel Barton Date: 25th October 1985

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

(lg) Thai

(text) Thai Thai - conversation

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation			✓
b. grammatical approach			✓
c. state of knowledge of the language		✓	
Are explanations clear to the non-specialist?	✓		
Are materials suitable for use by			
a. beginning students	✓		
b. advanced students			✓
c. teachers/materials developers only			✓
Are materials arranged by			
a. grammatical category	✓		
b. semantic category			✓
c. functional category	✓		
Is the presentation of the language			
a. in its own script	✓		
b. in romanization/transliteration			
c. in phonetic transcription			✓
Original intention of the materials:			
a. teaching materials		✓	
b. pedagogical reference	✓		
c. linguistic study			✓
Do the materials purport to describe the entire language?			✓
Are the materials aimed at the English speaker?	✓		
Are the materials			
a. indexed	✓		
b. cross-referenced		✓	
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)	✓		
b. texts (paragraphs, passages, etc)			✓
Are examples/texts			
a. literary quotations		✓	
b. quotations from oral sources		✓	
c. invented for purposes of discussion	✓		

Evaluator: Hazel Carter Date: 25th Oct 1981

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

Shona

Shona Home - companion

Are examples/texts translated into English?	Y	S	N
a. literal translations?	✓		
b. idiomatic translations?		✓	
		✓	

Comments: Material is only partially marked for tone (some nouns but no verbs).

Y = yes; S = somewhat; N = no

BEST COPY AVAILABLE

Fortune, George. Elements of Shona. (Zezuru dialect). 2nd ed. Salisbury, Rhodesia: Longmans of Rhodesia (Pvt.) Limited, 1967.

Specific language/dialect taught: Shona, Zezuru dialect; literary or standard in dialogues.

Type of text: basic level teaching material

Publication information: out of print; [PL8681.F6 1967]

Intended users: beginning level, English-speaking students of Shona

Format: book

Overall grammatical/pedagogical approach: structural

Presentation of language: standard Shona orthography

Physical quality of book: good quality hardback.

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:
[xvii, 286pp]
Introduction on Sounds and spelling.
42 lessons, each arranged as follows:
1. Grammar section
2. short vocabulary
3. Shona text or dialogue (central feature of each lesson)
4. exercises (mainly translation and concord drills)

Appended are a Table of Verb Forms; Key to Texts (translations) and Exercises; Shona-English/English-Shona Vocabularies.
Index.

Vocabulary areas covered: Topics are specific to life in Southern Africa.

General comments: Must be used with the help of a native speaker.

CPT page label: SHOFORTB1

LARC staffer: McFerren

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg) _____

(text) _____

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		✓		It is not tone-marked; acceptable to native speakers but inadequate for learner
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	* ✓	* ✓		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: The absence of tone-marking is a serious drawback, the author improved on this in later works but language speakers are not always available outside Zimbabwe, & the assistance of one is essential to use the book

Evaluator: Hazel Carter Date: 24th Oct 1985

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

(lg) Akuna

(text) Elements of Akuna

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts		✓				
Presentation, explanation of basic grammatical structures	✓					
Development of accurate pronunciation		✓				
Development of automaticity, fluency		✓				
Development of appropriate range of vocabulary	✓					
Presentation of cultural (and functional) information	✓					
Development of encoding, decoding skills (in non-roman alphabets)						
Development of basic reading skills				✓		

	Y	S	N	
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?	✓			
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	✓			
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓	see notes at end
Do the materials include guides for teaching?		✓		
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	✓			
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓			
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?		✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Thona (lg)

Elements of Thona (text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?			
Are the materials likely to be visually appealing to the student?			
Do the materials expose students to language material above their momentary level?		✓	
Do the materials enable the student to develop coping skills to handle language material above their momentary level?		✓	
Do the materials include a wide range of learning activities for the student?			✓
Are the materials considered successful by current users, if any?			
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?		✓	
Are lessons in the materials organized around functions to the exclusion of grammar?		✓	
Are lessons in the materials organized around grammar to the exclusion of functions?		✓	

Comments: The 'functional' aspect is difficult as the (text) non-Thona - especially the European - is never going to be able to fit in to Thona social structure. However much of the cultural & functional information appropriate to e.g. Portuguese courses is inapplicable. This book does give some idea of Thona life, from the outside, in a series of pieces about characters who reappear

Evaluator: Hazel Carter Date: 24th Oct 1985

Y = yes; S = somewhat; N = no

BEST COPY

Fortune, Goerge. A Guide to Shona Spelling. Salisbury, Rhodesia: Longman Rhodesia (Pvt.) Ltd, 1972.

Specific language/dialect taught: Shona, standard written

Type of text: Specialized pedagogical

Publication information: out of print [PL8681.2.F6] An updated and enlarged version of the 1955 A Guide to Standard Shona Spelling.

Intended users: English speakers

Format: book

Overall grammatical/pedagogical approach: none

Presentation of language: standard Shona orthography

Physical quality of book: nicely-printed paperback

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:
[64pp]
7 chapters:
1. Summary of the recommendations of the Shona Language Committee re word division;
2. description of stages towards a standard alphabet;
3. description of relation of letters and letter combinations in Shona to sounds of difference spoken forms of Shona pronunciation;
4. word division and linguistic principles underlying the system;
5. brief grammatical summary;
6. proficiency exercises in Shona spelling
7. correct written version for comparison.

Vocabulary areas covered: non-specific; purely illustrative of spelling rules

General comments:

CPT page label: SHOFORTA1

LARC staffer: McF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

A guide to Shona Spelling
(lg)
Shona
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: Exercises are quite useful for beginners (esp. for those used to a more suggestive type of spelling in other Bantu languages

Evaluator: Hazel Carter Date: 24th Oct 1985

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

(lg) Akuna
(text) A grammar of Akuna Akuting

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation		✓	
b. grammatical approach		✓	
c. state of knowledge of the language		✓	
Are explanations clear to the non-specialist?		✓	
Are materials suitable for use by			
a. beginning students	✓		
b. advanced students	✓		
c. teachers/materials developers only			
Are materials arranged by			
a. grammatical category — the organization of the text			
b. semantic category			
c. functional category			
Is the presentation of the language			
a. in its own script	✓		
b. in romanization/transliteration			
c. in phonetic transcription			
Original intention of the materials:			
a. teaching materials	✓		
b. pedagogical reference	✓		
c. linguistic study	✓		
Do the materials purport to describe the entire language?			✓
Are the materials aimed at the English speaker?		✓	
Are the materials			
a. indexed			✓
b. cross-referenced			✓
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)	✓		
b. texts (paragraphs, passages, etc)	✓		
Are examples/texts			
a. literary quotations	✗	✓	
b. quotations from oral sources	✗	✓	
c. invented for purposes of discussion	✗	✓	

Evaluator: Hazel Carter Date: 24th Oct 1985

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

Shona

A Guide to Shona Spelling

Are examples/texts translated into English?

a. literal translations?
b. idiomatic translations?

	Y	S	N
a.		✓	✓
b.		✓	

Comments: Necessary for the serious student but aimed primarily at the Zimbabwean, especially the teacher, concerned with writing Shonan Orthography.

Y = yes; S = somewhat; N = no

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Fortune, George. Shona Grammatical Constructions, Parts I and II. Salisbury, Zimbabwe: Mercury Press (Pvt.) Ltd., 1981.

Specific language/dialect taught: Shona

Type of text: Reference, Grammar

Publication information: [PL8681.1.F67 1981 Vol.1/2] First published in 1955 as An Analytical Grammar of Shona.

Intended users: English speakers

Format: two books

Overall grammatical/pedagogical approach: structural

Presentation of language: standard Shona orthography

Physical quality of book: poor reproduction from typescript; stencilled on low quality paper.

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:
[2 volumes, various pagings]
Two volumes look at Shona grammar in terms of the phonology, morphophonemics, substantival constructions and verbal constructions, with notes on ideophones and ideophonic construction in Shona.

Numerous examples complement grammatical explanations. No exercises.

Vocabulary areas covered: Specific only to Africa

General comments:

CPT page label: SHOFORTC1

LARC staffer: MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg) Shona

(text) Shona Grammatical Constructions

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	• ✓	•	✓	

• Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	
Electronic Aids	

Comments: An extensive & invaluable description, richly exemplified. Not intended as learning materials.

Evaluator: Hazel Carter Date: 24th Oct 1985

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

(lg) Hausa

(text) Hausa grammatical Conversations

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation	✓		
b. grammatical approach	✓		
c. state of knowledge of the language			✓
Are explanations clear to the non-specialist?		✓	
Are materials suitable for use by			
a. beginning students			✓
b. advanced students	✓		
c. teachers/materials developers only			
Are materials arranged by			
a. grammatical category	✓		
b. semantic category			✓
c. functional category			✓
Is the presentation of the language			
a. in its own script	✓		
b. in romanization/transliteration			
c. in phonetic transcription	✓		
Original intention of the materials:			
a. teaching materials			✓
b. pedagogical reference	✓		
c. linguistic study	✓		
Do the materials purport to describe the entire language?	✓		
Are the materials aimed at the English speaker?	~~✓~~	✓	
Are the materials			
a. indexed			✓
b. cross-referenced			✓
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)	✓		
b. texts (paragraphs, passages, etc)			✓
Are examples/texts			
a. literary quotations	~~✓~~	✓	~~✓~~
b. quotations from oral sources	~~✓~~	✓	
c. invented for purposes of discussion			✓

Evaluator: Hajal Kurtz Date: June 6-7 1985

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

Yoruba

Yoruba grammatical Constructions

Are examples/texts translated into English?

	Y	S	N
a. literal translations?	/	/	
b. idiomatic translations?	/		

Comments: This work was never been properly numbered, I am unable to verify its translation, which is a great pity as it is the most comprehensive treatment of Yoruba to date

Y = yes; S = somewhat; N = no

Dictionaries

Biehler, Edward. A Shona Dictionary with an Outline Shona Grammar. Rev. ed. Chishawasha, Southern Rhodesia: Jesuit Fathers, 1950.

Specific language/dialect taught: Shona, grammar based on Zezuru dialect

Type of text: Reference, Dictionary and grammar

Publication information: fourth ed. Out of Print. Originally published 1906. [PL8681.Z5B5]

Intended users: English speakers

Format: book

Overall grammatical/pedagogical approach: traditional

Presentation of language: non-standard (outmoded) orthography

Physical quality of book: n/a

Editorial quality of target language outmoded orthography

Editorial quality of English: excellent

Overall organization of text:
[xi, 337pp]
Part I: Outline of Shona grammar in 11 brief chapters using traditional terms and including examples. Includes a short reference to pronunciation and orthography.

Part II: English-Shona Dictionary. Approximately 3800 English entries with Shona equivalents, illustrative phrases and sentences, parts of speech.

Shona-English Dictionary. Approximately 2500 Shona entries with part of speech, English equivalents, derivatives. Numerous appendices: topical word lists.

Vocabulary areas covered: n/a

General comments:

CPT Page Label: SHOBIEHA1

LARC staffer: McP

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg) Shona

(text) Shona Dictionary

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?			✓	
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	 ✓ ✓		✓	
Are the materials usable in language teaching contexts?	*	* ✓		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: The approach (orthography (esp. vowel-version) is outmoded. The work is now chiefly of historical interest. Tones are not marked.

Evaluator: Hazel Carter Date: 25th Oct 1985

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

Hausa
(lg)
Hausa Dictionary
(text)

BILINGUAL DICTIONARY EVALUATION

	Y	S	N
Does the date of the dictionary render it old-fasnioned in			
a. vocabulary	✓		
b. grammatical approach	✓		
c. state of knowledge of the language	✓		
d. use of accepted modern standard script, orthography	✓		
Included in entries:			
a. etymologies		✓	
b. definitions/explanations	✓		
c. translation equivalents	✓		
d. transliterations			
e. phonetic transcriptions of pronunciation			
f. grammatical information	✓		
g. examples		✓	
h. use of entry in phrases, idioms		✓	
i. syllable division			✓
j. cross-references to other entries		✓	
k. information on style levels			✓
l. information on regional, dialectal variation			✓
m. warnings about language learner errors			✓
n. cultural information		✓	
Are examples			
a. literary quotations			✓
b. quotations from oral sources	✓	✓	
c. contrived for purposes of discussion	✓	✓	
Does the dictionary have an introduction or appendices presenting information of use to the language learner?	✓		
Does the dictionary approach full coverage of the vocabulary of the language?			✓
Is the dictionary primarily aimed at the English speaker?	✓		
Can the dictionary be used by beginning students of the language?			✓

Evaluator: Hajo Baeta Date: 2 7th Oct 1985

Y = yes; S = somewhat; N = no

Dale, Desmond. Duramazwi. A Basic Shona-English Dictionary. Gwelo, Zimbabwe: Mambo Press, 1981.

Specific language/dialect taught: Shona

Type of text: Reference, Shona-Shona and English dictionary

Publication information: [PL8681.4.D32 1981]

Intended users: Shona children and European users of all age groups

Format: book

Overall grammatical/pedagogical approach: n/a

Presentation of language: standard Shona orthography

Physical quality of book: paperback; print is rather small and paper poor quality; portions missing on some pages.

Editorial quality of target language: good, but not tone-marked for examples other than lexical entries.

Editorial quality of English: excellent

Overall organization of text:
[xii, 249pp]
6,000 main entries, 700 inset entries of derived or related words. Borrowed words (mainly from English) account for one entry in twelve, and the language of origin is always indicated.

Shona entries are explained in Shona, and its verbs, conjunctions and adverbs are illustrated in use by a simple example or two. Antonyms are provided. Illustrations.

Vocabulary areas covered: n/a

General comments:

CPT page label: SHODALEB1

LARC staffer: MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Akan
(lg)
Grammar
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓	 ✓ 		
Are the materials usable in language teaching contexts?	*	* ✓		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	✓
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: This is aimed at children (it has numerous black-&-white illustrations), but for women over the longer Akuapem's Akuapem-Akan Akan dictionary is preferable (Akan mothers are obsessed with 'rectum of small mammal' above characteristic is to excite small offspring)

Evaluator: Hazel Carter Date: 7th Oct 1985

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

Hausa
(lg)
Grammar
(text)

BILINGUAL DICTIONARY EVALUATION

	Y	S	N
Does the date of the dictionary render it old-fasnioned in			
a. vocabulary			✓
b. grammatical approach			✓
c. state of knowledge of the language			✓
d. use of accepted modern standard script, orthography			✓
Included in entries:			
a. etymologies		✓	
b. definitions/explanations	✓		
c. translation equivalents			✓
d. transliterations			
e. phonetic transcriptions of pronunciation			✓
f. grammatical information		✓	
g. examples	✓		
h. use of entry in phrases, idioms	✓		
i. syllable division			✓
j. cross-references to other entries (antonyms)	✓		
k. information on style levels			✓
l. information on regional, dialectal variation		✓	
m. warnings about language learner errors			✓
n. cultural information			✓
Are examples			
a. literary quotations	✓	✓	
b. quotations from oral sources	✓	✓	
c. contrived for purposes of discussion	✓	✓	
Does the dictionary have an introduction or appendices presenting information of use to the language learner?	✓		
Does the dictionary approach full coverage of the vocabulary of the language? (Standard Dict has c. 60,000 entries)			✓
Is the dictionary primarily aimed at the English speaker?			✓
Can the dictionary be used by beginning students of the language?	✓		

Evaluator: Hazel Carter Date: 24th Oct 1985

Y = yes; S = somewhat; N = no

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

Shona
Hannan, Shona Dictionary

Hannan, M. Standard Shona Dictionary. 2nd ed., with Addendum. Salisbury/Bulawayo, Zimbabwe: The College Press, in conjunction with the Literature Bureau, 1981.

Specific language/dialect taught: Shona, standard

Type of text: Reference, dictionary

Publication information: 2nd ed. [PL8681.4.H3 1974]; 2nd ed. with addendum.

Intended users: Shona and English speakers

Format: book

Overall grammatical/pedagogical approach: structural (Introduction)

Presentation of language: Standard Shona orthography

Physical quality of book: paperback

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:
[xxii, 996p]
Shona-English Dictionary
1. Verb forms entered as simple stems
2. high or low lexical tone pattern indicated
3. dialects from which word entry originates is indicated
4. noun forms entered with prefixes
5. English-Shona index
6. Shona proverbs

A 9-page Shona-English Addendum adds some 300 entries.
Appendix 1: Index to Botanical Names
Appendix 2: English-Shona Index to Interjectives
Appendix 3: English-Shona Index to Ideophones

Vocabulary areas covered: n/a

General comments:

CPT page label: SHOHANNA1

LARC staffer: MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Hsna
(lg)
Mandarin Hsna Dictionary
(text)
1-161

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	✓

Electronic Aids	

Comments: Examples are the various characters, the most comprehensive dictionary are presented

Evaluator: Hajri Carter Date: 25th Oct 1985

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

(lg)

(text)

BILINGUAL DICTIONARY EVALUATION

	Y	S	N
Does the date of the dictionary render it old-fashioned in			
a. vocabulary			✓
b. grammatical approach			✓
c. state of knowledge of the language			✓
d. use of accepted modern standard script, orthography			✓
Included in entries:			
a. etymologies		✓	
b. definitions/explanations	✓		
c. translation equivalents	✓		
d. transliterations			
e. phonetic transcriptions of pronunciation		✓	
f. grammatical information	✓		
g. examples	✓		
h. use of entry in phrases, idioms	✓		
i. syllable division			✓
j. cross-references to other entries	✓		
k. information on style levels		✓	
l. information on regional, dialectal variation	✓		
m. warnings about language learner errors			✓
n. cultural information		✓	
Are examples			
a. literary quotations	✓	✓	
b. quotations from oral sources	✓	✓	
c. contrived for purposes of discussion	✓	✓	
Does the dictionary have an introduction or appendices presenting information of use to the language learner?	✓		
Does the dictionary approach full coverage of the vocabulary of the language?	✓		
Is the dictionary primarily aimed at the English speaker?		✓	
Can the dictionary be used by beginning students of the language?	✓		

Evaluator: Abigail Kaun Date: 25th Oct 1985

Y = yes; S = somewhat; N = no

Electronic Materials